



# Thomas Jefferson Middle School (23-1290-060)

2023-2024

County: Middlesex  
District: Edison Township School District  
450 Division Street  
Edison, NJ 08817

Principal: Mrs. Antoinette Emden

[School Website](#)

732-650-5290



919  
Total Students



06-08  
Grades Offered

## Overview & Resources

The School Performance Reports reflect the New Jersey Department of Education's (NJDOE) commitment to providing parents, students, and school communities with a large variety of information about each school and district. These reports can be used as a tool to help evaluate whether all students have equitable access to high quality education. We encourage you to use these reports to:

- **Learn more** about the school and the district
- **Start conversations** with school community members and ask questions
- **Engage** with school communities to identify where schools are doing well and where they can improve

**Important Note for 2023-24 Reports:** The NJDOE recommends caution in comparing data from year to year over the last several years.

**School Performance Report Resources:** The NJDOE has several resource documents that can help you understand and use the School Performance Reports, which can also be found under the "Resource Documents" link at the top of the page:

- One-page guides to help start conversations for [school board members](#), [administrators](#), [educators](#), [elementary](#), and [middle and high school families](#)
- [Reference Guide](#) with details on all the data in these reports
- [Frequently Asked Questions](#)
- [Understanding Adjusted Cohort Graduation Rates](#)
- [Understanding Student Growth Percentiles](#)
- [Data Privacy Rules](#) (why you see \*s and N's in the reports)

Let the NJDOE know how we can improve future reports by taking our [feedback survey](#). Contact [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov) with any questions about the reports

## Overview & Resources

### School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Middlesex
District	Edison Township School District
Principal Name	Mrs. Antoinette Emden
Address	450 Division Street, Edison, NJ 08817
Phone Number	<a href="tel:732-650-5290">732-650-5290</a>
Email Address	<a href="mailto:antoinette.emden@edison.k12.nj.us">antoinette.emden@edison.k12.nj.us</a>
Website	<a href="https://tjms.edison.k12.nj.us/">https://tjms.edison.k12.nj.us/</a>

## Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students who attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2021-22	2022-23	2023-24
6	287	312	311
7	314	290	312
8	263	298	296
<b>Total</b>	<b>864</b>	<b>900</b>	<b>919</b>

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. To protect student and staff privacy, gender percentages may show a range, depending on the overall school population size.

Student Group	2021-22	2022-23	2023-24
Female	50.0%	48.0%	46.0%
Male	50.0%	52.0%	54.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	27.1%	38.5%	37.6%
Students with Disabilities	10.8%	10.8%	11.6%
Multilingual Learners	5.0%	5.3%	5.5%
Students Experiencing Homelessness	1.0%	1.7%	1.8%
Students in Foster Care	0.0%	0.1%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

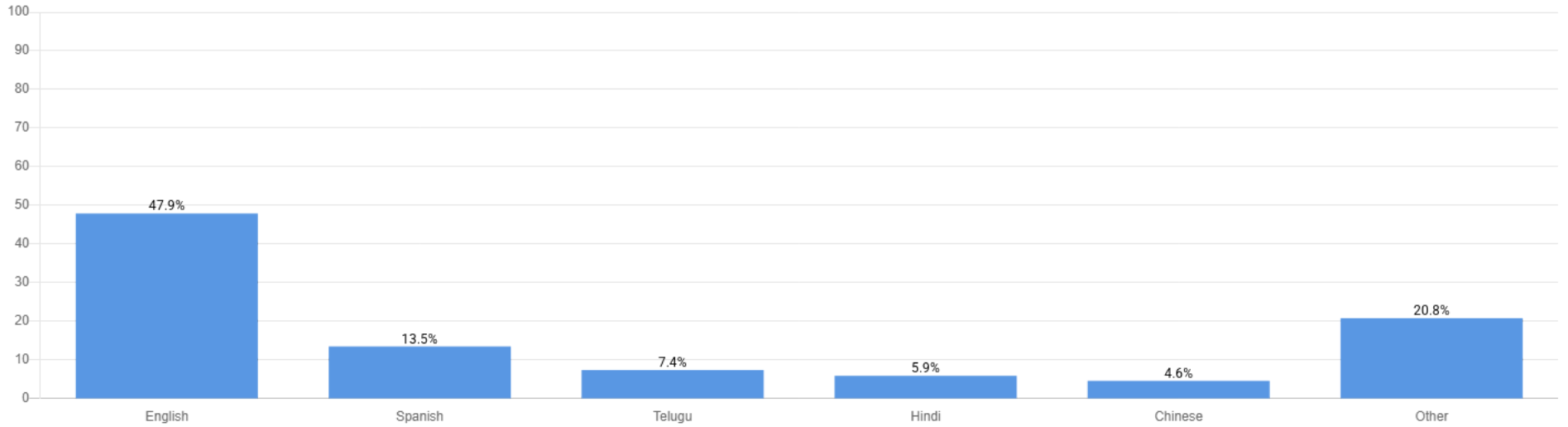
Racial And Ethnic Group	2021-22	2022-23	2023-24
White	15.0%	15.2%	13.3%
Hispanic	26.7%	24.9%	24.3%
Black or African American	14.0%	15.7%	15.0%
Asian	41.4%	41.3%	44.0%
Native Hawaiian or Pacific Islander	0.1%	0.3%	0.1%
American Indian or Alaska Native	0.2%	0.2%	0.4%
Two Or More Races	2.4%	2.2%	2.9%

## Demographics

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### Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total. To see this data in a table, click the Table View option below the chart.



## Student Growth

Student growth is a measure of how much students are learning each year. New Jersey's ESSA state plan outlines that academic progress will be measured with school's median student growth percentile (mSGP) on statewide ELA and mathematics assessments. Each individual student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7. The SGP measures their academic progress from one year to the next compared to other students with similar prior test scores (academic peers).

A student's SGP falls between 1 and 99 and can be grouped into three levels. An SGP below 35 indicates low growth, an SGP between 35 and 65 indicates typical growth, and an SGP greater than 65 indicates high growth. If the SGPs for all students are ordered from smallest to largest, the mSGP is the percentile in the middle of the list.

The [NJDOE Student Growth page](#) has more information about SGPs and mSGPs, including a video that explains how both SGPs and mSGPs are calculated.

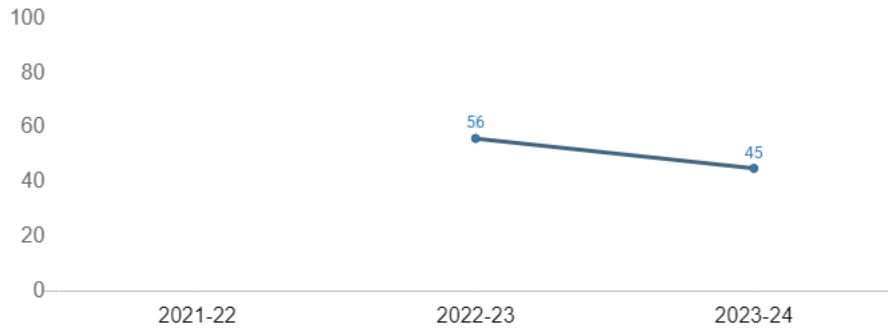
**Important Note for 2023-24:** Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022 school year only.

### Student Growth Trends and Progress

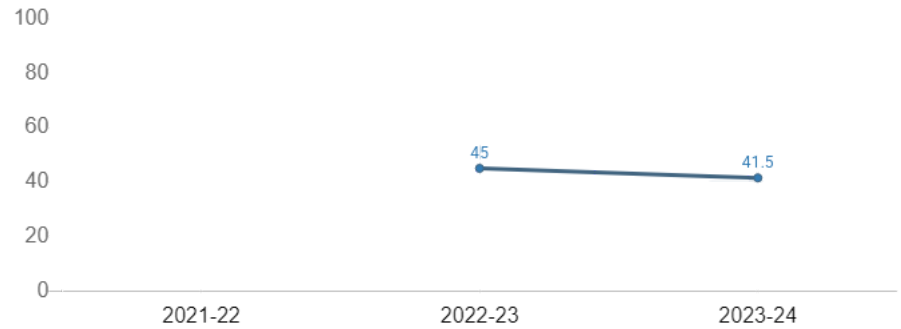
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

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**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Median Student Growth Percentile		56	45		45	41.5
Met Standard (40-59.5)?		Met Standard	Met Standard		Met Standard	Met Standard
Statewide: Median Student Growth Percentile		50	50		50	50

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A student's SGP falls between 1 and 99 and can be grouped into three levels. An SGP below 35 indicates low growth, an SGP between 35 and 65 indicates typical growth, and an SGP greater than 65 indicates high growth. If the SGPs for all students are ordered from smallest to largest, the mSGP is the percentile in the middle of the list.

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### Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	45	53	50	Met Standard	41.5	48	50	Met Standard
White	42	42	50	Met Standard	43.5	43	51	Met Standard
Hispanic	38	42	49	Not Met	36.5	42	48	Not Met
Black or African American	39	42	47	Not Met	40	39	46	Met Standard
Asian, Native Hawaiian, or Pacific Islander	55	59	59	Met Standard	48	52	60	Met Standard
American Indian or Alaska Native	*	49	50	**	*	56	50	**
Two or More Races	46	44.5	50	Met Standard	48	45.5	51	**
Female	43	56	52		38	46	50	
Male	46	50	48		44	50	50	
Non-Binary/Undesignated Gender	N	N	44		N	N	45.5	
Economically Disadvantaged Students	37	43	48	Not Met	37	41	48	Not Met
Students with Disabilities	31.5	35	43	Not Met	29	40	44	Not Met
Multilingual Learners	49	51.5	50	Met Standard	46	56	50	Met Standard
Students Experiencing Homelessness	*	52.5	43		*	55	45	
Students in Foster Care	*	*	40		*	*	47	
Military-Connected Students	N	N	47.5		N	N	51	
Migrant Students	N	N	53		N	N	44	

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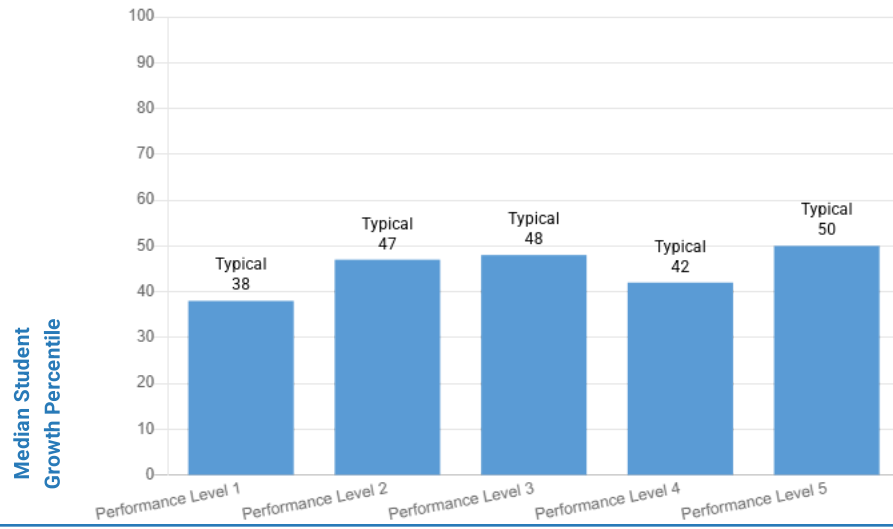
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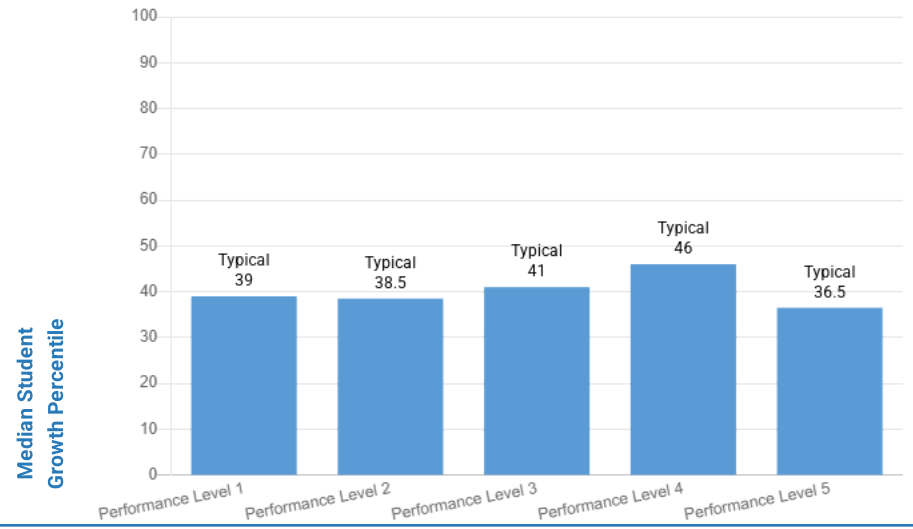
### Student Growth by Performance Level

These graphs show the median Student Growth Percentiles (mSGPs) for students based on a student's prior year performance level on the New Jersey Student Learning Assessment (NJSLA) for English language arts (ELA) and mathematics.

#### ELA



#### Math



## Student Growth

Student growth is a measure of how much students are learning each year. New Jersey's ESSA state plan outlines that academic progress will be measured with school's median student growth percentile (mSGP) on statewide ELA and mathematics assessments. Each individual student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7. The SGP measures their academic progress from one year to the next compared to other students with similar prior test scores (academic peers).

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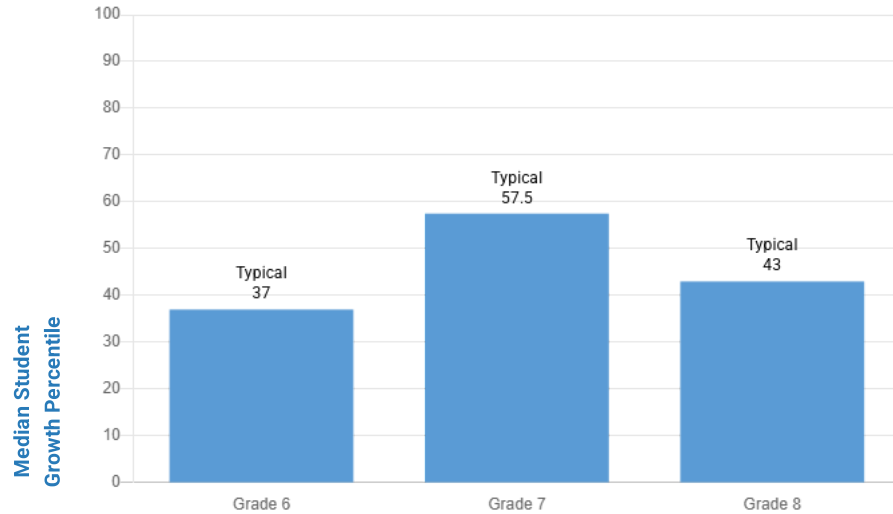
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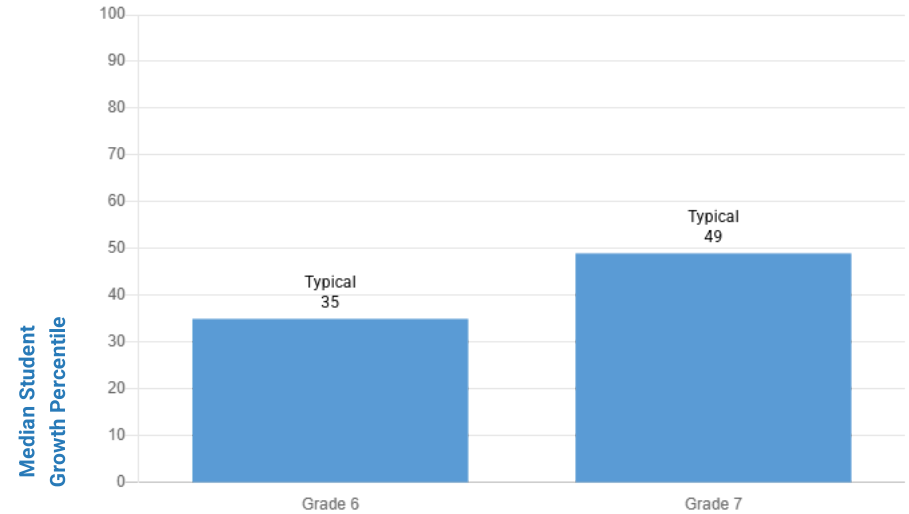
### Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade for English Language Arts (ELA) and mathematics.

#### ELA



#### Math



## Academic Achievement

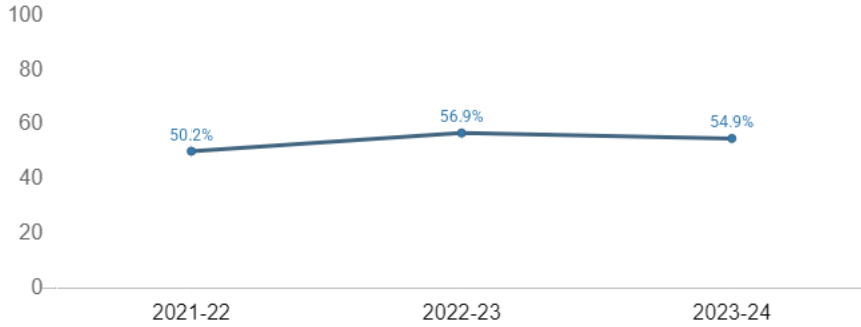
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOEs Assessment page](#).

For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2024 Accountability Data in the School & District Accountability section.

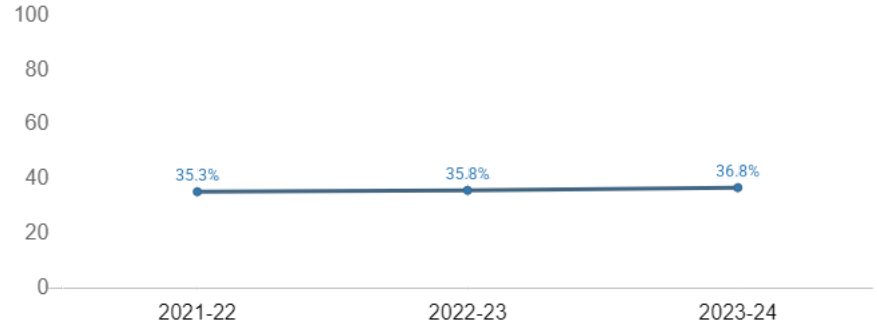
### English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the New Jersey Student Learning Assessment (NJSLA) and the DLM alternate assessment for English language arts (ELA) and mathematics. The Proficiency Rate for Federal Accountability measures the percentage of students who met or exceeded expectations on the assessments (NJSLA or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. Students who were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

**ELA Proficiency Rate for Federal Accountability**



**Math Proficiency Rate for Federal Accountability**



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	99.3%	98.9%	99.5%	99.1%	98.6%	98.6%
Proficiency Rate for Federal Accountability	50.2%	56.9%	54.9%	35.3%	35.8%	36.8%
Annual Target	66.1%	66.9%	58.3%	51.8%	53.6%	37.9%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Met Target†
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

## Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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### English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English language arts (ELA) both overall and by student group. It includes the results of students taking both the NJSLA and DLM. NJSLA results for ELA include only students in grades 3 through 9. Students who were enrolled for less than half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score at Level 4 or 5 on the NJSLA or at Level 3 or 4 on the DLM.

This table shows both the percentage of students who met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows status in meeting annual targets. Annual targets are specific to each student group, school, and district and represent the expected proficiency needed to stay on track to meet long-term goals. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see the [NJDOE Accountability page](#). More information and additional data can also be found on the [NJDOE Academic Achievement page](#).

Student Group	Valid Scores	% of students taking test	School: % of testers met/exceeded expectations	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Schoolwide	889	99.5%	54.9%	68.5%	52.2%	54.9%	58.3%	Not Met
White	123	97.6%	45.5%	46.8%	61.8%	45.5%	54.2%	Not Met
Hispanic	217	100%	31.8%	36.9%	38%	31.8%	41.9%	Not Met
Black or African American	137	99.3%	34.3%	35.8%	35.9%	34.3%	34.8%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	385	100%	78.7%	82.8%	79.9%	78.7%	81%	Met Target†
American Indian or Alaska Native	*	*	*	81%	51.2%	*	**	**
Two or More Races	*	95.8%	43.5%	49.2%	59.4%	43.5%	N	N
Female	*	98.8%	56.9%	73.5%	57.7%	56.9%		
Male	*	100%	53.2%	63.9%	47%	53.2%		
Non-binary/undesignated gender	*	*	*	*	69.6%	*		
Economically Disadvantaged Students	327	99.1%	33%	38.4%	34.6%	33%	41.3%	Not Met
Non-Economically Disadvantaged Students	562	99.7%	67.6%	77.5%	62.8%	67.6%		
Students with Disabilities	123	97.7%	<10%	16.5%	19.8%	<10%	15.3%	Not Met
Students without Disabilities	766	99.7%	62.3%	74.8%	59.4%	62.3%		
Multilingual Learners	67	100%	35.8%	38.5%	23.1%	35.8%	29.7%	Met Target
Non-Multilingual Learners	822	99.4%	56.4%	71%	56.2%	56.4%		
Students Experiencing Homelessness	14	100%	28.6%	26.2%	21.9%	28.6%		
Students in Foster Care	*	*	*	*	19.3%	*		
Military-Connected Students	*	*	*	*	48.2%	*		
Migrant Students	*	*	*	*	13.3%	*		

† Target was met within a confidence interval.

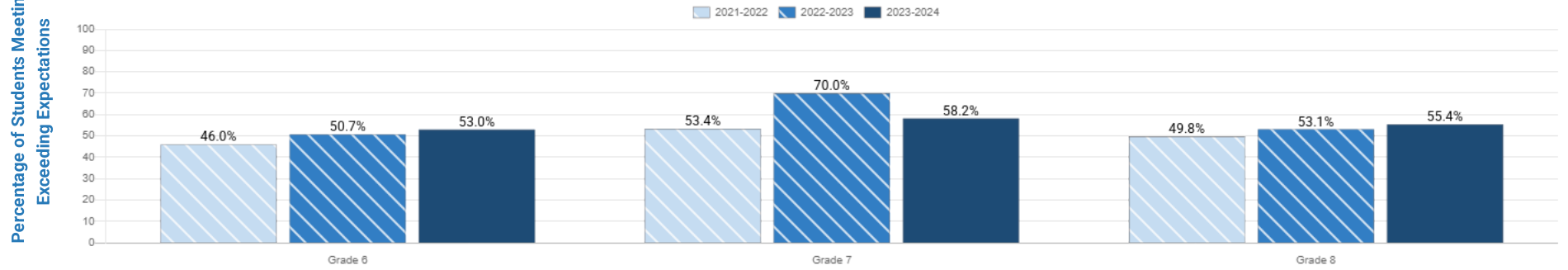
## Academic Achievement

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### English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the New Jersey Student Learning Assessment (NJSLA) for English Language Arts (ELA) for the past three years.



## Academic Achievement

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### English Language Arts Assessment - Performance By Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students who took the NJSLA, which includes students who were enrolled less than half a year.

Student Group	Valid Scores	School Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	304	750	764	751	11%	14%	22%	38%	15%	53%	53%
White	34	749	741	760	9%	21%	18%	38%	15%	53%	63%
Hispanic	64	724	733	738	23%	33%	22%	20%	2%	22%	39%
Black or African American	40	723	728	735	28%	23%	28%	20%	3%	23%	35%
Asian, Native Hawaiian, or Pacific Islander	157	767	777	778	3%	2%	23%	48%	24%	73%	82%
American Indian or Alaska Native	*	*	770	748	*	*	*	*	*	*	49%
Two or More Races	*	*	744	758	*	*	*	*	*	*	60%
Female	*	751	770	756	10%	13%	26%	36%	15%	51%	59%
Male	*	750	758	746	11%	14%	19%	39%	16%	55%	48%
Non-binary/undesignated gender	*	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	101	727	735	735	23%	29%	27%	15%	7%	22%	35%
Non-Economically Disadvantaged Students	203	762	773	761	5%	6%	20%	49%	20%	68%	65%
Students with Disabilities	34	711	706	719	44%	24%	18%	9%	6%	15%	17%
Students without Disabilities	270	755	770	758	7%	13%	23%	41%	17%	58%	60%
Multilingual Learners	*	*	707	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	752	765	754	9%	14%	23%	38%	16%	54%	57%
Students Experiencing Homelessness	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	*	712	*	*	*	*	*	*	29%

## Academic Achievement

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### English Language Arts Assessment - Performance By Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students who took the NJSLA, which includes students who were enrolled less than half a year.

Student Group	Valid Scores	School Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	306	756	773	752	14%	10%	17%	28%	30%	58%	54%
White	39	746	747	761	13%	13%	26%	31%	18%	49%	64%
Hispanic	79	731	737	737	30%	13%	23%	24%	10%	34%	39%
Black or African American	50	737	737	734	18%	14%	26%	24%	18%	42%	37%
Asian, Native Hawaiian, or Pacific Islander	129	785	791	785	3%	6%	7%	31%	53%	84%	84%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	51%
Two or More Races	*	*	753	759	*	*	*	*	*	*	60%
Female	*	757	778	758	14%	11%	15%	32%	29%	61%	60%
Male	*	756	769	746	15%	9%	19%	24%	32%	56%	48%
Non-binary/undesignated gender	*	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	117	733	735	734	25%	15%	23%	26%	12%	38%	36%
Non-Economically Disadvantaged Students	189	771	785	762	8%	7%	14%	29%	42%	71%	64%
Students with Disabilities	32	694	704	715	*	*	*	*	*	*	18%
Students without Disabilities	274	764	779	759	9%	9%	16%	31%	34%	65%	61%
Multilingual Learners	10	677	696	700	*	*	*	*	*	*	*
Non-Multilingual Learners	296	759	776	756	11%	10%	18%	29%	31%	60%	58%
Students Experiencing Homelessness	*	*	696	717	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	17%
Military-Connected Students	*	*	*	747	*	*	*	*	*	*	50%
Migrant Students	*	*	*	*	*	*	*	*	*	*	*

## Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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### English Language Arts Assessment - Performance By Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students who took the NJSLA, which includes students who were enrolled less than half a year.

Student Group	Valid Scores	School Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	294	754	776	751	14%	9%	21%	32%	24%	55%	53%
White	47	741	748	760	19%	9%	32%	32%	9%	40%	62%
Hispanic	75	733	734	736	24%	13%	27%	25%	11%	36%	39%
Black or African American	49	732	734	735	24%	16%	20%	31%	8%	39%	37%
Asian, Native Hawaiian, or Pacific Islander	114	785	794	783	2%	3%	13%	35%	47%	82%	82%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	52%
Two or More Races	*	*	767	757	*	*	*	*	*	*	59%
Female	*	759	783	759	11%	11%	17%	35%	26%	62%	60%
Male	*	751	771	743	17%	7%	25%	29%	22%	51%	46%
Non-binary/undesignated gender	*	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	114	731	740	734	28%	11%	24%	26%	11%	37%	36%
Non-Economically Disadvantaged Students	180	769	786	761	6%	7%	20%	35%	32%	67%	63%
Students with Disabilities	42	692	701	713	*	*	*	*	*	*	16%
Students without Disabilities	252	765	783	758	6%	8%	23%	36%	28%	63%	60%
Multilingual Learners	12	704	697	701	50%	8%	25%	17%	0%	17%	*
Non-Multilingual Learners	282	757	778	755	13%	9%	21%	32%	25%	57%	56%
Students Experiencing Homelessness	*	*	*	719	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	14%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	43%
Migrant Students	*	*	*	*	*	*	*	*	*	*	*

## Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM. NJSLA results include students taking end-of-grade assessments in grades 3 through 8, as well as end-of-course assessments (Algebra I, Geometry, Algebra II) in middle school and high school. High school mathematics assessment results include all results for Algebra I and Geometry and/or Algebra II results only for students who took Algebra I in middle school and who are enrolled in their first high school mathematics course that corresponds to an end-of-course assessment. Students who were enrolled for less than half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score at Level 4 or 5 on the NJSLA or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students who met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows status in meeting annual targets. Annual targets are specific to each student group, school, and district and represent the expected proficiency needed to stay on track to meet long-term goals. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see the [NJDOE Accountability page](#). More information and additional data can also be found on the [NJDOE Academic Achievement page](#).

Student Group	Valid Scores	% of students taking test	School: % of testers met/exceeded expectations	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Schoolwide	894	98.6%	36.8%	57.1%	40.2%	36.8%	37.9%	Met Target†
White	122	96.9%	26.2%	30.6%	51.1%	26.2%	20.5%	Met Target
Hispanic	213	98.2%	15%	21.2%	24.2%	15%	18.6%	Met Target†
Black or African American	136	97.9%	11%	17.1%	20.1%	11%	12.5%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	392	99.5%	62.5%	73.6%	74.4%	62.5%	68.5%	Not Met
American Indian or Alaska Native	*	*	*	77.2%	42%	*	**	**
Two or More Races	*	100%	11.1%	35.9%	48.9%	11.1%	N	N
Female	*	98.4%	30.8%	55.4%	38.4%	30.8%		
Male	*	98.8%	42.1%	58.6%	42%	42.1%		
Non-binary/undesignated gender	*	*	*	*	47.3%	*		
Economically Disadvantaged Students	329	97.7%	16.7%	22.8%	21.7%	16.7%	20%	Met Target†
Non-Economically Disadvantaged Students	565	99.2%	48.5%	67.4%	51.5%	48.5%		
Students with Disabilities	122	96.9%	<10%	18.4%	16.6%	<10%	10.3%	Met Target†
Students without Disabilities	772	98.9%	41.1%	61.6%	45.4%	41.1%		
Multilingual Learners	77	97.7%	23.4%	32.9%	18.7%	23.4%	29%	Met Target†
Non-Multilingual Learners	817	98.7%	38.1%	59.6%	43.5%	38.1%		
Students Experiencing Homelessness	13	86.7%	<10%	11.3%	12.9%	<10%		
Students in Foster Care	*	*	*	*	12.4%	*		
Military-Connected Students	*	*	*	*	38.8%	*		
Migrant Students	*	*	*	*	<10%	*		

† Target was met within a confidence interval.

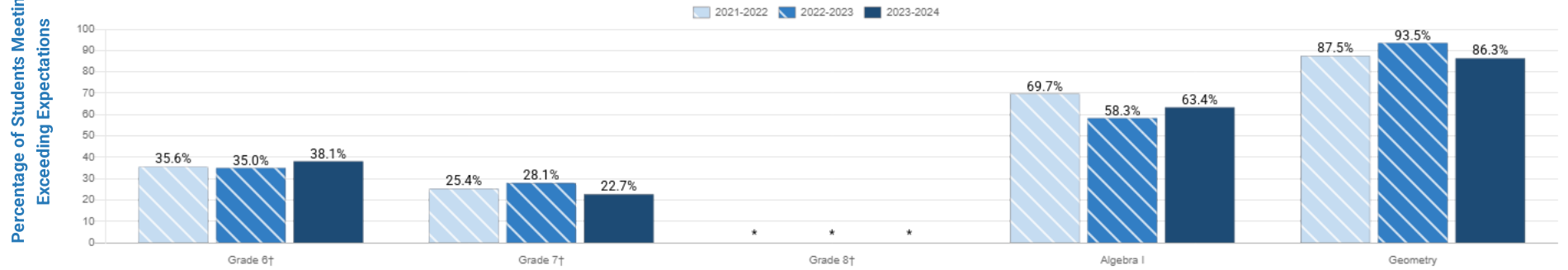
## Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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### Mathematics Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the New Jersey Student Learning Assessment (NJSLA) for Mathematics for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

## Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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### Mathematics Assessment - Performance By Grade: Grade 6

This table shows performance on the mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students who took the NJSLA, which includes students who were enrolled less than half a year.

Students in sixth grade who were enrolled in an Algebra I or Geometry course were required to take both the corresponding end-of-course assessment (Algebra I or Geometry) and the Grade 6 mathematics assessment. The results of the Grade 6 mathematics assessment are included in this data. The Algebra I or Geometry results will be used when the student is in grade 9.

Student Group	Valid Scores	School Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	310	737	750	737	15%	23%	24%	32%	6%	38%	36%
White	34	730	729	746	15%	32%	24%	29%	0%	29%	47%
Hispanic	65	708	715	723	*	*	*	*	*	*	20%
Black or African American	40	714	713	718	30%	35%	25%	8%	3%	10%	15%
Asian, Native Hawaiian, or Pacific Islander	160	757	763	768	4%	11%	26%	48%	12%	59%	73%
American Indian or Alaska Native	*	*	756	735	*	*	*	*	*	*	33%
Two or More Races	*	*	722	743	*	*	*	*	*	*	45%
Female	*	733	748	736	15%	26%	27%	26%	5%	32%	34%
Male	*	740	751	738	16%	20%	21%	37%	7%	44%	38%
Non-binary/undesignated gender	*	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	105	713	719	721	33%	33%	19%	11%	3%	14%	17%
Non-Economically Disadvantaged Students	205	749	759	747	6%	17%	26%	42%	8%	50%	48%
Students with Disabilities	35	703	706	714	51%	26%	11%	9%	3%	11%	12%
Students without Disabilities	275	741	754	741	11%	22%	25%	35%	7%	41%	41%
Multilingual Learners	12	706	712	707	*	*	*	*	*	*	*
Non-Multilingual Learners	298	738	751	740	14%	22%	24%	33%	7%	40%	39%
Students Experiencing Homelessness	*	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	37%
Migrant Students	*	*	*	704	*	*	*	*	*	*	13%

## Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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### Mathematics Assessment - Performance By Grade: Grade 7

This table shows performance on the mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students who took the NJSLA, which includes students who were enrolled less than half a year.

These results only include students taking the grade level assessment, they do not include the results of students who took the Algebra I, Geometry, or Algebra II end-of-course assessments.

Student Group	Valid Scores	School Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	255	729	737	739	16%	27%	35%	21%	2%	23%	37%
White	37	737	731	748	8%	24%	35%	30%	3%	32%	50%
Hispanic	74	717	722	728	*	*	*	*	*	*	23%
Black or African American	50	721	721	724	22%	30%	36%	12%	0%	12%	18%
Asian, Native Hawaiian, or Pacific Islander	83	744	751	764	6%	11%	45%	35%	4%	39%	72%
American Indian or Alaska Native	*	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	713	723	743	36%	36%	9%	18%	0%	18%	44%
Female	*	728	737	738	17%	25%	40%	18%	1%	18%	36%
Male	*	731	738	739	14%	29%	30%	25%	2%	27%	39%
Non-binary/undesignated gender	*	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	114	719	720	726	25%	32%	31%	12%	0%	12%	20%
Non-Economically Disadvantaged Students	141	738	746	747	9%	22%	38%	28%	3%	31%	48%
Students with Disabilities	31	704	709	716	*	*	*	*	*	*	12%
Students without Disabilities	224	733	741	743	11%	26%	37%	24%	2%	26%	43%
Multilingual Learners	18	705	714	714	*	*	*	*	*	*	*
Non-Multilingual Learners	237	731	739	741	14%	25%	37%	22%	2%	24%	40%
Students Experiencing Homelessness	*	*	699	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	740	*	*	*	*	*	*	39%
Migrant Students	*	*	*	708	*	*	*	*	*	*	*

## Academic Achievement

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### Mathematics Assessment - Performance By Grade: Grade 8

This table shows performance on the mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students who took the NJSLA, which includes students who were enrolled less than half a year.

These results only include students taking the grade level assessment, they do not include the results of students who took the Algebra I, Geometry, or Algebra II end-of-course assessments.

Student Group	Valid Scores	School Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	122	703	705	719	*	*	*	*	*	*	19%
White	27	703	704	729	*	*	*	*	*	*	27%
Hispanic	44	702	699	713	*	*	*	*	*	*	13%
Black or African American	31	693	696	707	*	*	*	*	*	*	10%
Asian, Native Hawaiian, or Pacific Islander	16	720	720	740	*	*	*	*	*	*	40%
American Indian or Alaska Native	*	*	*	722	*	*	*	*	*	*	21%
Two or More Races	*	*	*	722	*	*	*	*	*	*	22%
Female	*	700	706	719	*	*	*	*	*	*	19%
Male	*	705	705	719	*	*	*	*	*	*	20%
Non-binary/undesignated gender	*	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	74	698	699	711	*	*	*	*	*	*	12%
Non-Economically Disadvantaged Students	48	710	711	725	*	*	*	*	*	*	25%
Students with Disabilities	37	693	692	702	*	*	*	*	*	*	*
Students without Disabilities	85	707	709	724	*	*	*	*	*	*	23%
Multilingual Learners	*	*	695	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	703	706	721	*	*	*	*	*	*	21%
Students Experiencing Homelessness	*	*	*	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	722	*	*	*	*	*	*	19%
Migrant Students	*	*	*	*	*	*	*	*	*	*	*

## Academic Achievement

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### Mathematics Assessment - Performance By Test: Algebra I

This table shows performance on the NJSLA Algebra I end-of-course assessment. The performance results in this table include all students who took the NJSLA, it does not exclude students who were enrolled less than half a year.

This includes any students who were enrolled in an Algebra I course and took the Algebra I assessment in grades 7 through 12. Students in sixth grade who were enrolled in Algebra I course were required to take both the Algebra I and Grade 6 mathematics assessment. The results of their Algebra I assessment are not included in these results but will be reported when the student is in grade 9.

Student Group	Valid Scores	School Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	172	759	757	738	2%	10%	24%	58%	5%	63%	40%
White	18	744	737	748	0%	17%	39%	44%	0%	44%	51%
Hispanic	29	741	723	723	3%	28%	31%	38%	0%	38%	23%
Black or African American	15	734	719	719	0%	40%	33%	27%	0%	27%	19%
Asian, Native Hawaiian, or Pacific Islander	106	772	771	773	1%	1%	17%	73%	8%	81%	77%
American Indian or Alaska Native	*	*	764	737	*	*	*	*	*	*	38%
Two or More Races	*	*	735	746	*	*	*	*	*	*	49%
Female	*	757	755	737	1%	11%	28%	58%	3%	61%	39%
Male	*	761	758	739	2%	10%	22%	58%	7%	66%	41%
Non-binary/undesignated gender	*	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	35	747	727	722	3%	20%	31%	43%	3%	46%	22%
Non-Economically Disadvantaged Students	137	763	764	747	1%	8%	23%	62%	6%	68%	50%
Students with Disabilities	*	*	711	710	*	*	*	*	*	*	11%
Students without Disabilities	*	760	760	743	1%	10%	25%	59%	5%	64%	45%
Multilingual Learners	*	*	714	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	760	759	741	2%	11%	23%	60%	5%	65%	43%
Students Experiencing Homelessness	*	*	718	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	*	696	*	*	*	*	*	*	*

## Academic Achievement

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### Mathematics Assessment - Performance By Test: Geometry

This table shows performance on the NJSLA Geometry end-of-course assessment. The performance results in this table include all students who took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

This includes any students who were enrolled in a Geometry course and took the Geometry assessment in grades 7 through 12. Students in sixth grade who were enrolled in a Geometry course were required to take both the Geometry and Grade 6 mathematics assessment. The results of their Geometry assessment are not included in these results but will be reported when the student is in grade 9.

Student Group	Valid Scores	School Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	51	770	758	750	0%	4%	10%	63%	24%	86%	53%
White	*	*	737	752	*	*	*	*	*	*	57%
Hispanic	*	*	730	735	*	*	*	*	*	*	29%
Black or African American	*	*	726	733	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	41	771	764	765	0%	2%	7%	66%	24%	90%	77%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	*	740	756	*	*	*	*	*	*	63%
Female	*	764	753	748	0%	5%	26%	47%	21%	68%	50%
Male	*	774	763	752	0%	3%	0%	72%	25%	97%	57%
Non-binary/undesignated gender	*	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	*	*	736	734	*	*	*	*	*	*	28%
Non-Economically Disadvantaged Students	*	771	761	754	0%	2%	9%	63%	26%	88%	60%
Students with Disabilities	*	*	728	727	*	*	*	*	*	*	24%
Students without Disabilities	*	770	758	751	0%	4%	10%	63%	24%	86%	54%
Multilingual Learners	*	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	770	758	751	0%	4%	10%	63%	24%	86%	55%
Students Experiencing Homelessness	*	*	*	727	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	44%
Migrant Students	*	*	*	*	*	*	*	*	*	*	*

## Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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### DLM Alternate Assessment - Participation

This table shows the number and percentage of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with the most significant intellectual disabilities.

Grade	ELA: # Students Tested	ELA: Participation Rate	Math: # Students Tested	Math: Participation Rate
6	*	*	*	*
7	*	*	*	*
8	*	*	*	*

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

## Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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### English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of multilingual learner students taking the ACCESS for ELLs Assessment for English language proficiency and the number and percentage of students tested who received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	# Students with Overall Score Below 4.5	% Students with Overall Score Below 4.5	# Students with Overall Score of 4.5 or Above	% Students with Overall Score 4.5 or Above
0-2	36	*	>90%	*	<10%
3-4	*	*	*	*	*
5 or more	*	*	*	*	*

### English Language Progress to Proficiency

This table shows the percentage of multilingual learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/Multilingual Learners	23.1%	22.7%	Met Target

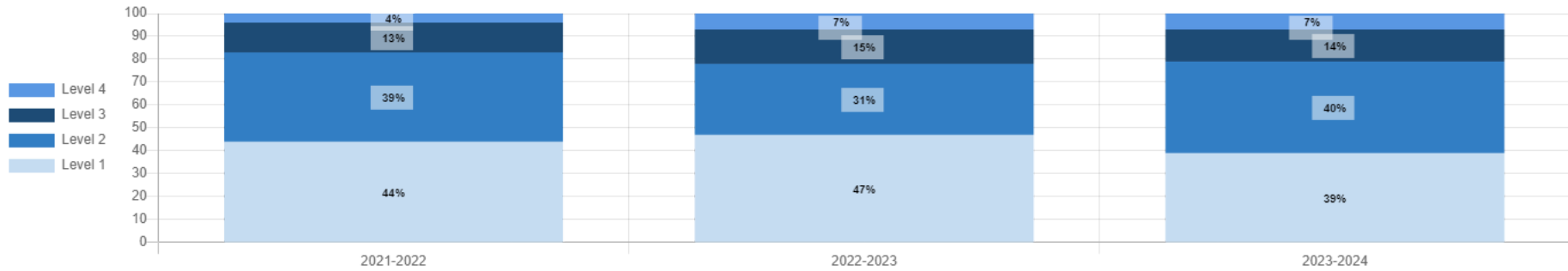
† Target was met within a confidence interval.

## Academic Achievement

The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students who took the Dynamic Learning Maps (DLM) Science assessment. Visit the [assessment reports page](#) for DLM results. For detailed information showing comparisons of the percentage of students performing at each of the four NJSLA-Science performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2024 Accountability Data in the School & District Accountability section.

### NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

## Academic Achievement

The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students who took the Dynamic Learning Maps (DLM) Science assessment. Visit the [assessment reports page](#) for DLM results.

For detailed information showing comparisons of the percentage of students performing at each of the four NJSLA-Science performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2024 Accountability Data in the School & District Accountability section.

### NJSLA Science Assessment: Grade 8

This table shows how students performed on the NJSLA Science assessment for the school year, both overall and by student group. Students scoring at level 3 or 4 are considered proficient.

Student Group	School % Level 1	School % Level 2	School % Level 3	School % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Schoolwide	39%	40%	14%	7%	36%	45%	14%	5%
White	39%	52%	2%	7%	23%	52%	19%	6%
Hispanic	55%	37%	8%	0%	51%	42%	6%	1%
Black or African American	67%	29%	2%	2%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	14%	43%	29%	13%	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	*	*	*	*	27%	46%	19%	8%
Female	41%	39%	14%	6%	35%	47%	13%	4%
Male	37%	42%	15%	7%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	58%	33%	8%	1%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	27%	45%	18%	10%	26%	48%	19%	7%
Students with Disabilities	83%	14%	2%	0%	67%	29%	3%	1%
Students without Disabilities	31%	45%	16%	8%	30%	48%	16%	6%
Multilingual Learners	62%	38%	0%	0%	75%	24%	1%	0%
Non-Multilingual Learners	38%	41%	15%	7%	32%	47%	15%	5%
Students Experiencing Homelessness	*	*	*	*	66%	32%	2%	0%
Students in Foster Care	*	*	*	*	80%	19%	1%	0%
Military-Connected Students	*	*	*	*	40%	47%	10%	3%
Migrant Students	*	*	*	*	*	*	*	*

## College and Career Readiness

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

### Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	342
7	61	0	282
8	128	53	137
<b>Total</b>	<b>189</b>	<b>53</b>	<b>761</b>

## College and Career Readiness

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

### World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	194	103	0	0	0	0	0
7	237	68	0	0	0	0	0
8	219	50	0	0	0	0	0
<b>Total</b>	650	221	0	0	0	0	0

## College and Career Readiness

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

### Computer Science – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
<b>Total</b>	0	0	0	0	0	0	0

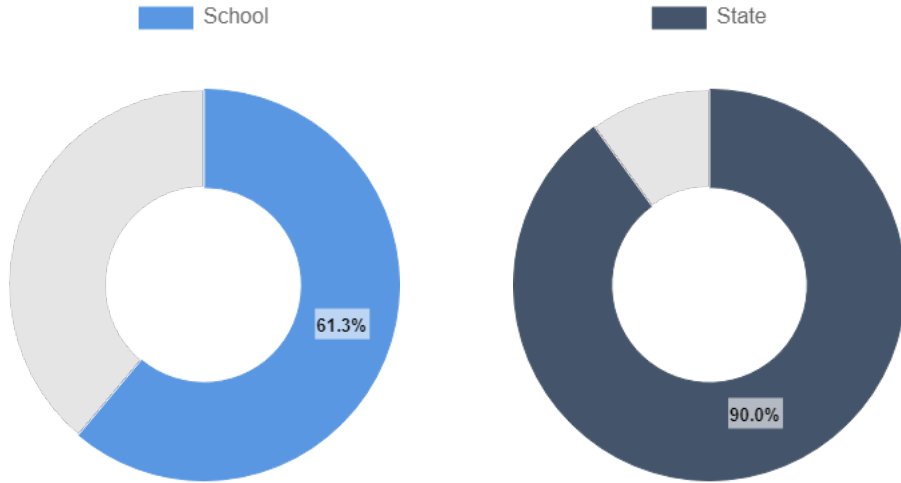
## College and Career Readiness

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

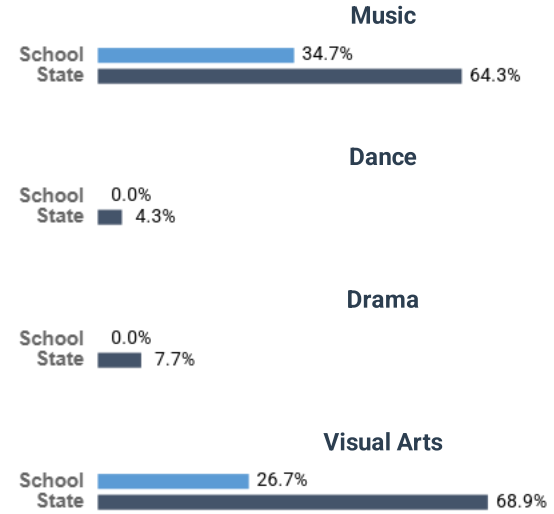
### Visual and Performing Arts – Course Participation

The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The second set of charts show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

**Grades 6-8: Students enrolled in one or more visual and performing arts classes**



**Students enrolled in one or more classes by discipline:**



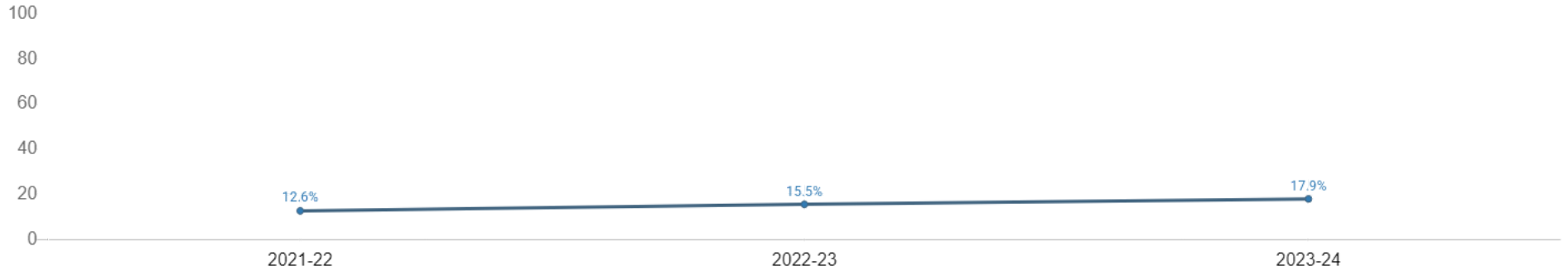
## Climate and Environment

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The NJDOE used input from stakeholders to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

### Chronic Absenteeism Trends

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. Pursuant to N.J.S.A. 18A:38-25.1, any school where 10 percent or more of the students enrolled are chronically absent must develop a corrective action plan to improve chronic absenteeism rates. The Requires Corrective Action Plan column in the table indicates whether the school's chronic absenteeism rate is 10% or higher, meaning that the school must complete a corrective action plan. The NJDOE Data-based Decision Making for Addressing Chronic Absenteeism guidance document (found on the [NJDOE attendance page](#) under Chronic Absenteeism) provides districts with guidance on responding to chronic absenteeism and includes sample corrective action plan templates.

The ESSA Target: State Average for Grades Served column is the target used for ESSA accountability purposes. It reflects the statewide average for students in the grades offered by the school. Each student group has the same target based on all students, so the same ESSA Target will appear for all student groups. The last column shows whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").



Performance Measure	2021-22	2022-23	2023-24
Chronic Absenteeism Rate	12.6%	15.5%	17.9%
ESSA Target (State Average for Grades Served)	16.4%	14.8%	13.8%
Met ESSA Target	Met	Not Met	Not Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

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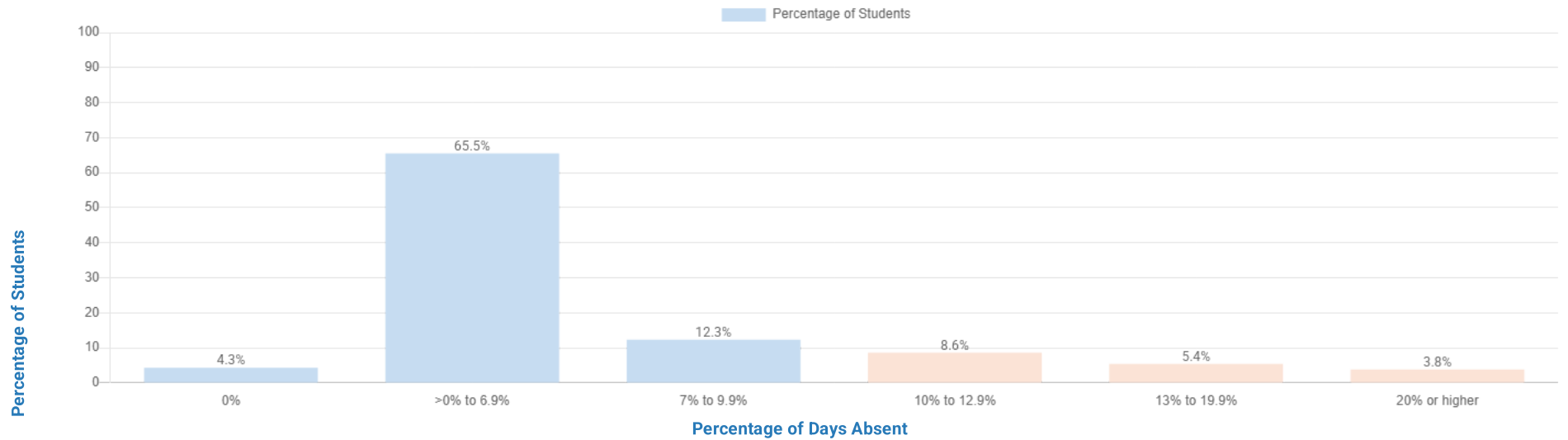
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	Requires Corrective Action Plan: Schoolwide Rate is 10% or higher	ESSA Target: State Average for Grades Served	Met ESSA Target
Schoolwide	168	17.9%	Yes	13.8%	Not Met
White	20	15.6%		13.8%	Not Met
Hispanic	65	28.6%		13.8%	Not Met
Black or African American	52	36.9%		13.8%	Not Met
Asian, Native Hawaiian, or Pacific Islander	28	6.8%		13.8%	Met
American Indian or Alaska Native	*	*		**	**
Two or More Races	*	10.7%		13.8%	Met
Female	*	18.4%			
Male	*	17.6%			
Non-Binary/Undesignated Gender	*	*			
Economically Disadvantaged Students	111	31.8%		13.8%	Not Met
Students with Disabilities	40	29.9%		13.8%	Not Met
Multilingual Learners	12	23.5%		13.8%	Not Met
Students Experiencing Homelessness	10	58.8%			
Students in Foster Care	*	*			
Military-Connected Students	*	*			
Migrant Students	*	*			

## Climate and Environment

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The NJDOE used input from stakeholders to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

### Percentage of Days Absent

This graph shows the percentage of K-12 students by the percentage of days enrolled that the students were absent during the school year. The last three bars, 10% to 12.9%, 13% to 19.9%, and 20% or higher represent students who were chronically absent.

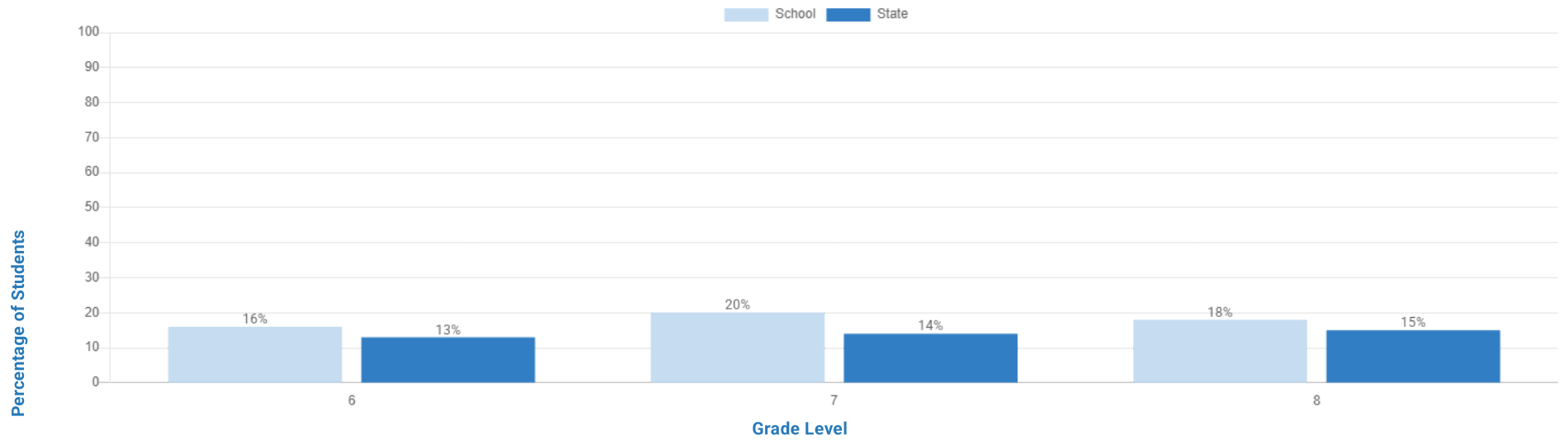


## Climate and Environment

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**Chronic Absenteeism by Grade**

This graph shows the percentage of students by grade level who were chronically absent during the school year with a state comparison.



## Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

### Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	15
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	12
<b>Total Unique Incidents</b>	<b>26</b>
<b>Incidents Per 100 Students Enrolled</b>	<b>2.83</b>

### Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	8
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	4
<b>Other Incidents Leading to Removal</b>	<b>0</b>

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### Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	4	6
Religion	1	0	1
Ancestry	0	0	0
Gender	1	5	6
Sexual Orientation	1	2	3
Disability	2	2	4
Other	0	0	0
No Identified Nature	11		11

## Climate and Environment

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### Student Disciplinary Removals: By Student Group

This table shows the number and percentage of students who received in-school suspensions, out-of-school suspensions, removals to other educational programs, and expulsions by student group. Information on disciplinary actions is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended the school are included in the disciplined student counts. The data used to determine student demographic information, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students schoolwide received a type of disciplinary action to protect student privacy.

Student Group	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Schoolwide	2	0%	29	3%	30	3%	0	0%	0	0%
White	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
Hispanic	<5	<5.00%	8	3%	9	4%	0	0%	0	0%
Black or African American	<5	<5.00%	15	10%	15	10%	0	0%	0	0%
Asian	<5	<5.00%	2	0%	2	0%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	<5	<5.00%	2	7%	2	7%	0	0%	0	0%
Female	*	<5.00%	*	3%	*	3%	*	0%	*	0%
Male	*	<5.00%	*	3%	*	3%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	<5	<5.00%	24	6%	25	6%	0	0%	0	0%
Students with disabilities	<5	<5.00%	7	7%	7	7%	0	0%	0	0%

## Climate and Environment

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### Student Disciplinary Removals: By Grade Level

This table shows the number and percentage of students who received in-school suspensions, out-of-school suspensions, removals to other educational programs, and expulsions by grade level. Information on disciplinary actions is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended the school are included in the disciplined student counts. The data used to determine student grade level, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students schoolwide received a type of disciplinary action to protect student privacy.

Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Schoolwide	2	0%	29	3%	30	3%	0	0%	0	0%
6	<5	<5.00%	10	3%	11	3%	0	0%	0	0%
7	<5	<5.00%	6	2%	6	2%	0	0%	0	0%
8	<5	<5.00%	11	4%	11	4%	0	0%	0	0%

## Climate and Environment

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### Students Involved in Police Notifications: By Student Group

This table shows the number and percentage of students who were involved in at least one incident that led to police notification by student group. Information on police notifications is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended the school are included in the counts of students involved in incidents leading to police notification. The data used to determine student demographic information, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students schoolwide were involved to protect student privacy.

Student Group	# of Students involved in at least one incident	% of Students involved in at least one incident	# of Students involved in at least one violent incident	% of Students involved in at least one violent incident	# of Students involved in at least one vandalism incident	% of Students involved in at least one vandalism incident	# of Students involved in at least one substance related incident	% of Students involved in at least one substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in at least one weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in at least one HIB incident	# of Students involved in at least one other incident type	% of Students involved in at least one other incident type
Schoolwide	21	2%	17	2%	0	0%	1	0%	0	0%	3	0%	1	0%
White	1	1%	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%
Hispanic	3	1%	1	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%
Black or African American	12	8%	11	7%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%
Asian	1	0%	1	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	2	7%	2	7%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%
Female	*	3%	*	3%	*	0%	*	<5.00%	*	0%	*	<5.00%	*	<5.00%
Male	*	1%	*	1%	*	0%	*	<5.00%	*	0%	*	<5.00%	*	<5.00%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	16	4%	14	3%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%
Students with disabilities	6	6%	5	5%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%

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### Students Involved in Police Notifications: By Grade Level

This table shows the number and percentage of students who were involved in at least one incident that led to police notification by grade level. Information on disciplinary actions is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended the school are included in the counts of students involved in incidents leading to police notification. The data used to determine student grade level, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students schoolwide were involved to protect student privacy.

Grade	# of Students involved in at least one incident	% involved in an incident	# of Students involved in at least one violent incident	% of Students involved in a violent incident	# of Students involved in at least one vandalism incident	% of Students involved in a vandalism incident that led to police notification	# of Students involved in at least one substance related incident	% of Students involved in a substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in a weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in an HIB incident that led to police notification	# of Students involved in at least one other incident type	% of Students involved in an other incident type
Schoolwide	21	2%	17	2%	0	0%	1	0%	0	0%	3	0%	1	0%
6	5	1%	4	1%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%
7	4	1%	2	1%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%
8	10	3%	9	3%	0	0%	<5	<5.00%	0	0%	<5	<5.00%	<5	<5.00%

## Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

### Students Arrested by Type of Incident Leading to Arrest: By Student Group

This table shows the number and percentage of students in select student groups who were involved in at least one incident that led to their arrest. Information on arrests is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended the school are included in the arrested student counts. The data used to determine student demographic information, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students schoolwide were involved to protect student privacy.

Student Group	# of Students Arrested	% of Students Arrested	# of students involved in at least one violent incident that led to arrest	% of students involved in a violent incident that led to arrest	# of students involved in at least one vandalism incident that led to arrest	% of students involved in a vandalism incident that led to arrest	# of students involved in at least one substance related incident that led to arrest	% of students involved in a substance related incident that led to arrest	# of students involved in at least one weapons related incident that led to arrest	% of students involved in a weapons related incident that led to arrest	# of students involved in at least one HIB incident that led to arrest	% of students involved in an HIB incident that led to arrest	# of students involved in at least one other type of incident that led to arrest	% of students involved in an other type of incident that led to arrest
Schoolwide	1	0%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	*	<5.00%	*	<5.00%	*	0%	*	0%	*	0%	*	0%	*	0%
Male	*	<5.00%	*	<5.00%	*	0%	*	0%	*	0%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with disabilities	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%

## Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

### Students Arrested by Type of Incident Leading to Arrest: By Grade Level

This table shows the number and percentage of students in each grade level who were involved in at least one incident that led to their arrest. Information on arrests is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended the school are included in the arrested student counts. The data used to determine student grade level, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students schoolwide were involved to protect student privacy.

Grade	# of Students Arrested	% of Students Arrested	# of Students involved in at least one violent incident that led to arrest	% involved in a violent incident that led to arrest	# of Students involved in at least one vandalism incident that led to arrest	% involved in a vandalism incident that led to arrest	# of Students involved in at least one substance related incident that led to arrest	% involved in a substance related incident that led to arrest	# of Students involved in at least one weapons related incident that led to arrest	% involved in a weapons related incident that led to arrest	# of Students involved in at least one HIB incident that led to arrest	% involved in an HIB incident that led to arrest	# of Students involved in at least one other type incident that led to arrest	% involved in an other type incident that led to arrest
Schoolwide	1	0%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%
6	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%
7	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%
8	<5	<5.00%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

## Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

### School Days Missed due to Out-of-School Suspensions

This table shows the total number of days missed due to out-of-school suspension for all students during the school year.

#### School Days Missed due to Out-of-School Suspensions

85

**Report Key:**

- \* Data is not displayed in order to protect student privacy
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## Climate and Environment

### School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs. 30 Mins.
Full Time - Instructional Time	5 Hrs. 33 Mins.
Shared Time - Instructional Time	2 Hrs. 45 Mins.

### Device Ratios

This table shows the student to device ratio, which is the number of students in grades PK-12 per device, including devices designated for instruction, testing, and remote learning. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for online testing and digital learning in grades PreK through 12. This information comes from the elective NJTRAX survey and reflects data submitted as of October 2024, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low student to device ratio due to this policy decision.

School Year	Student to Device Ratio
2023-2024	1.3:1

### Student Access to Technology and Internet

The NJDOE collects information on student device types, device owners, and internet connectivity. [Reports about student access to technology and internet connectivity](#) can be found on the NJDOE website.

**Report Key:**

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- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

## Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

**Key terms for staff data:**

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

**Experience:** Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

**Out-of-Field:** A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

**Provisional Teacher:** A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

### Teachers – Experience

This table shows information about the experience and professional qualifications of teachers. Out-of-field teachers are teachers who are potentially teaching outside of their area of certification. Teachers with provisional certifications are fully certified novice teachers of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification. The New Jersey Department of Education does not issue emergency instructional certificates for teachers. Additional data on the professional qualifications of teachers and administrators, broken down by schools with high or low economically disadvantaged populations, is available on the [School Performance Staff page](#).

Category	Teachers in School	Teachers in State
Total Number of teachers	76	119,239
Average years experience in public schools	14.0	12.6
Average years experience in district	13.0	11.3
Number of Teachers with 4 or more years experience in the district	57	87,243
Percentage of Teachers with 4 or more years experience in the district	75.0%	73.6%
Number of out-of-field teachers	1	2,931
Percentage of out-of-field teachers	1.3%	2.5%
Number of Teachers with Provisional Credentials	7	9,065
Percentage of Teachers with Provisional Credentials	9.2%	7.6%

### Administrators – Experience

This table shows information about the experience of administrators assigned to this school and across the state.

Category	Admin. in School	Admin. in State
Total Number of administrators	4	10,170
Average years experience in public schools	14.5	16.2
Average years experience in district	11.0	12.5
Number of Administrators with 4 or more years experience in the district	3	7,734
Percentage of Administrators with 4 or more years experience in the district	75.0%	76.8%

### Staff Counts

This table shows the number of staff members assigned to the school, district, and state across several staff categories. The staff counts in this table reflect data submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Additionally, some staff members may be assigned to the district only but work in multiple schools in the district. In these cases, the table may show 0 staff members assigned to the school, even though there are district staff members working in the school. The School Safety Specialists data is based on data submitted by districts in the CDS system and is not available at the school level because it is a district assigned position.

Staff Category	School: Total Staff Members	District: Total Staff Members	State: Total Staff Members
Teachers	76	1,284	119,239
Administrators	4	77	10,170
Librarians/Media Specialists	1	5	1,160
Nurses	1	19	3,025
School Counselors	2	47	4,673
Child Study Team Members	N	71	9,654
School Psychologists	N	16	2,185
School Social Workers	N	11	2,750
Student Assistance Coordinators	N	N	400
School Safety Specialists	N	1	681

## Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

**Key terms for staff data:**

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

**Experience:** Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

**Out-of-Field:** A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

**Provisional Teacher:** A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

### Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. The ratios are based on data submitted by districts to NJ SMART and are not based on staff full-time equivalent (FTE). The School Safety Specialists data is based on data submitted by districts in the CDS system and is not available at the school level because it is a district assigned position.

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	230:1	219:1
Teachers to Administrators	19:1	17:1
Students to Librarians/Media Specialists †	919:1	3375:1
Students to Nurses †	919:1	888:1
Students to Counselors †	460:1	359:1
Students to Child Study Team Members †,††	N	28:1
Students to School Psychologists †	N	1055:1
Students to School Social Workers †	N	1534:1
Students to Student Assistance Coordinators †	N	N
Students to School Safety Specialists †		16876:1

† In some districts, staff members in these roles who work in multiple schools may be assigned only to the district and not to individual schools. As a result, a School Ratio may show N, but there may be district assigned staff working in the school

†† Child Study Team members include school psychologists, school social workers, and learning disabilities teacher consultants, also note that the ratio compares Students with Disabilities instead of all students.

### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group. To protect student and staff privacy, gender percentages may show a range, depending on the overall school population size.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.0%	70-75%	*	48.0%	77.0%	57.0%
Male	54.0%	20-25%	*	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤5%	*	≤1%	≤1%	≤1%
White	13.3%	88.2%	75.0%	38.2%	81.8%	74.5%
Hispanic	24.3%	5.3%	0.0%	34.0%	8.6%	8.6%
Black or African American	15.0%	2.6%	25.0%	14.2%	6.4%	14.4%
Asian	44.0%	3.9%	0.0%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.4%	0.5%
Two or More Races	2.9%	0.0%	0.0%	3.1%	0.3%	0.4%

## Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

**Key terms for staff data:**

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

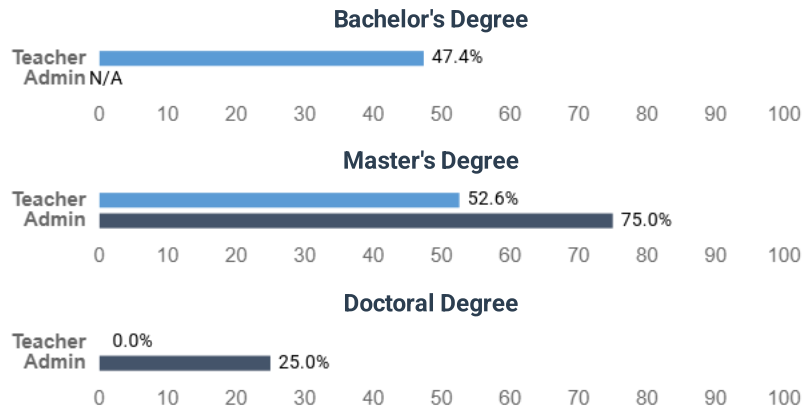
**Experience:** Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

**Out-of-Field:** A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

**Provisional Teacher:** A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

### Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's degree category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



### Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2022-23 that were still assigned to this district in 2023-24. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2022-23 Teachers: Same district 2023-24	92.7%	89.5%
2022-23 Administrators: Same district 2023-24	92.2%	87.9%

## Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

**Key terms for staff data:**

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

**Experience:** Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

**Out-of-Field:** A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

**Provisional Teacher:** A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

### Teachers by Subject Area

This table shows the counts of teachers by subject area with gender breakdown, experience, and level of education. The staff counts in this table reflect staff assignments as submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Note that some teachers may teach in multiple subject areas and may be counted more than once in this table, or they may only be counted in their primary subject area. Additionally, in many elementary schools, teachers are not assigned to specific subject areas, so they will appear in the Elementary (Not Subject Specific) category and not in the other subject areas, but that does not mean those subjects are not being taught in the school. Special Education and Bilingual teachers are generally assigned to a subject area and also either special education or bilingual, so those teachers will be counted in multiple subject areas.

Subject Area	Total Number of Teachers	% Female	% Male	% Non-binary or Undesignated Gender	% White	% Hispanic	% Black or African American	% Asian	% Native Hawaiian, Pacific Islander	% American Indian or Native American	% Two or More Races	% 4 or more years experience in the district	% Bachelor's Degree(Highest Degree)	% Master's Degree(Highest Degree)	% Doctoral Degree(Highest Degree)
Elementary (Not Subject Specific)	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%
English/Language Arts/Literacy	17	>80%	≤20%	≤20%	82.4%	5.9%	5.9%	5.9%	0.0%	0.0%	0.0%	88.2%	47.1%	52.9%	0.0%
English to Speakers of Other Languages	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Mathematics	11	*	*	*	81.8%	9.1%	0.0%	9.1%	0.0%	0.0%	0.0%	90.9%	54.5%	45.5%	0.0%
Science	8	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	62.5%	37.5%	62.5%	0.0%
Social Studies/History	8	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	87.5%	12.5%	87.5%	0.0%
World Language	5	*	*	*	60.0%	40.0%	0.0%	0.0%	0.0%	0.0%	0.0%	60.0%	60.0%	40.0%	0.0%
Visual and Performing Arts	6	*	*	*	83.3%	0.0%	0.0%	16.7%	0.0%	0.0%	0.0%	66.7%	66.7%	33.3%	0.0%
Health/Physical Education	5	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	40.0%	100.0%	0.0%	0.0%
Family & Consumer Sciences	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Computer Science/IT	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Industrial Arts	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
Career and Technical Education	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
Special Education	14	*	*	*	85.7%	7.1%	7.1%	0.0%	0.0%	0.0%	0.0%	78.6%	28.6%	71.4%	0.0%
Bilingual	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N

## Per-Pupil Expenditures

### Per-Pupil Expenditures by Source

The table below summarizes the most recently available expenses for regular and special education students taught at schools in the district. The amounts include both actual personnel and actual non-personnel expenditures and include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities. An overall cost per pupil for a given school can be calculated by adding the Central Expenditures and the Expenditures Not Assigned to a School to the School Level Expenditures reported for that school. The Average Daily Enrollment (ADE\*\*) comes from the 2023-24 School Registry Summary (SRS).

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Annual Comprehensive Financial Report \(ACFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2023-24 School-Level Per Pupil Expenditures by Source](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

Edison Twp	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$627	\$15,288	\$15,915	16,806.0
District Level Central Expenditures	\$195	\$5,036	\$5,231	16,806.0
Edison High School	\$948	\$11,840	\$12,788	2,321.1
John P. Stevens High School	\$110	\$11,369	\$11,479	2,677.0
John Adams Middle School		\$9,519	\$9,519	1,009.3
Herbert Hoover Middle School	\$1,312	\$12,234	\$13,546	1,041.5
Thomas Jefferson Middle School	\$1,130	\$8,543	\$9,673	930.4
Woodrow Wilson Middle School		\$9,734	\$9,734	1,201.3
Benjamin Franklin Elementary School	\$1,598	\$8,633	\$10,231	623.3
James Madison Intermediate School		\$7,361	\$7,361	588.5
James Madison Primary School		\$9,334	\$9,334	497.6
James Monroe Elementary School	\$956	\$12,733	\$13,689	521.2
John Marshall Elementary School	\$877	\$8,143	\$9,020	759.4
Lincoln Elementary School		\$10,492	\$10,492	945.0
Lindeneau Elementary School	\$4	\$9,196	\$9,200	483.2
Martin Luther King Elementary School		\$8,676	\$8,676	616.5
Menlo Park Elementary School		\$8,703	\$8,703	825.2
Washington Elementary School	\$127	\$9,693	\$9,820	583.7
Woodbrook Elementary School		\$9,281	\$9,281	887.4

## Per-Pupil Expenditures

### Per-Pupil Expenditures by Source

The table below summarizes the most recently available expenses for regular and special education students taught at schools in the district. The amounts include both actual personnel and actual non-personnel expenditures and include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities. An overall cost per pupil for a given school can be calculated by adding the Central Expenditures and the Expenditures Not Assigned to a School to the School Level Expenditures reported for that school. The Average Daily Enrollment (ADE\*\*) comes from the 2023-24 School Registry Summary (SRS).

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Annual Comprehensive Financial Report \(ACFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2023-24 School-Level Per Pupil Expenditures by Source](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

Edison Twp	Federal	State & Local	Total	ADE**
Edison Early Learning Center		\$18,864	\$18,864	80.0
Franklin D Roosevelt School		\$13,599	\$13,599	214.4
-				

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

## Accountability

**New Jersey's Every Student Succeeds Act (ESSA) Accountability System** New Jersey's school accountability system identifies schools in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). Based on New Jersey's [approved ESSA state plan](#), NJDOE will identify schools in the following four federal categories every three years:

- **Comprehensive Support and Improvement (CSI): Overall Low Performing:**
  - Title I schools with a summative score in the bottom 5% of Title I schools.
- **Comprehensive Support and Improvement (CSI): Low Graduation Rate:**
  - All high schools with a four-year graduation rate of 67% or less
- **Additional Targeted Support and Improvement: Low Performing Student Group (ATSI):**
  - All schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
- **Comprehensive Support and Improvement (CSI): Chronically Low Performing:**
  - Title I schools identified as Additional Targeted Support and Improvement; Low Performing Student Group (ATSI) that are identified for three or more consecutive years, i.e., ATSI schools that do not meet exit criteria.

Annually, NJDOE will identify schools in the following federal category:

- **Targeted Support and Improvement: Consistently Underperforming Student Group (TSI):**
  - All schools with one or more student groups that missed annual targets or standards for all indicators for two years in a row

For purposes of ESSA accountability, only schools and student groups with data for 20 or more students are included in calculations.

The NJDOE identified schools for CSI and ATSI status in fall 2023 based on data from the 2022-2023 school year, so the NJDOE did not identify schools for CSI or ATSI status based on 2023-2024 school year data. The NJDOE only identified schools for TSI status based on data from the 2023-2024 school year.

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and additional data, see the [NJDOE accountability page](#).

**Report Key:**

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- N No Data is available to display
- † This indicates a table specific note, see note below table

## Accountability

### ESSA Accountability Status

The table below provides the school's federal school status for the 2025-26 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the [NJDOE Accountability page](#) includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

Status for 2025-26 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Pacific Islander, Native Hawaiian	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: Multilingual Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Additional Targeted Support and Improvement.

### ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. **ELA and Math Proficiency:** Percentage of students who met or exceeded expectations on statewide assessments (NJSLA or DLM) **ELA and Math Growth:** For 2022-23 and 2023-24, this data reflects median student growth percentiles (mSGPs). For 2021-22, this data shows the Relative School Improvement Measure (RSIM), which was based on aggregate scale score improvement on the statewide assessments in ELA and mathematics (NJSLA), when comparing prior year performance to 2021-22 performance. **Four- and five-year graduation rates:** The federal adjusted cohort graduation rate. Prior year graduation rates are used for ESSA Accountability, so the graduation rates shown for 2023-2024 represent the Cohort 2023 4-year and Cohort 2022 5-year rates. **Progress toward English Language Proficiency:** The percentage of multilingual learners who demonstrated the expected amount of growth on the ACCESS for ELLs Assessment for English language proficiency. **Chronic absenteeism:** The percentage of K-12 students who were absent for 10% or more of the days enrolled during the school year.

**Important Note for 2023-24:** The growth measure used for 2021-22 was an alternate measure used because median student growth percentiles were not available for 2021-22. The NJDOE resumed using mSGPs in 2022-2023, so 2021-22 growth data should not be compared to other years.

ESSA Accountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	50.2%	56.9%	54.9%
Math Proficiency	35.3%	35.8%	36.8%
ELA Growth†	11	56	45
Math Growth†	38	45	42
4-Year Graduation Rate (Prior Year)††	N	N	N
5-Year Graduation Rate (Prior Year)††	N	N	N
Progress toward English Language Proficiency	43.5%	25.0%	23.1%
Chronic Absenteeism	12.6%	15.5%	17.9%

† An alternate measure of growth was used for the 2021-2022 school year because median student growth percentiles were not available.  
 †† The graduation rates in this table reflect the rates used for the accountability process for the given year, which are the rates from the prior school year.

**Report Key:**

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- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

## Accountability

### Accountability Indicator Scores and Summative Ratings - 2023-24 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state.

Schools are only identified for comprehensive support and improvement every three years. The NJDOE identified schools for support based on data from the 2022-2023 school year, so schools will not be identified for comprehensive support based on data from the 2023-2024 school year. As a result, this table will not flag whether schools met the identification criteria for comprehensive support and improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see the [NJDOE Accountability page](#).

ESSA Accountability Indicator	Actual Performance	Indicator Score	Weight
ELA Proficiency	54.9%	48.56	15.0%
Math Proficiency	36.8%	31.91	15.0%
ELA Growth	45	26.05	20.0%
Math Growth	41.5	17.57	20.0%
4-Year Graduation Rate (Prior Year)†	N	N	N
5-Year Graduation Rate (Prior Year)†	N	N	N
Progress toward English Language Proficiency	23.1%	22.86	20.0%
Chronic Absenteeism	17.9%	19.01	10.0%
Summative Score	27.3		
Summative Rating (Percentile Rank)	14.2		
Comprehensive Support: Overall Low Performing	N/A		
Comprehensive Support: Low Graduation Rate	N/A		

† Weights indicated by this symbol were adjusted due to data availability.

††A modified summative score was calculated using only available data.

## Accountability

### Accountability Summary by Student Group - 2023-24 School Year

The NJDOE is required under ESSA to identify schools for Targeted Support and Improvement (TSI) annually and for Additional Targeted Support and Improvement (ATSI) every three years. Both TSI and ATSI identifications are based on how student groups within schools perform. Schools are identified for ATSI if they have at least one student group that has a summative score that would be in the bottom 5% of Title I schools if it was its own school. Schools are identified for TSI if they have at least one student group that missed annual targets or standards for all indicators for two years in a row. Only student groups that have data for at least 20 students are included in the accountability determinations.

The NJDOE identified schools for ATSI status based on data from the 2022-2023 school year, so schools will not be identified for ATSI status based on data from the 2023-2024 school year. The table below will show the summative score for each student group, but it will not show a cut-off score or indicate that a student group has been identified for ATSI status since it is not an identification year.

Schools will be identified for TSI status based on data from the 2023-2024 school year, since that is required annually. The remaining columns in the table show whether each student group met annual targets or standards for all indicators for the 2023-24 school year. If at least one student group did not meet all targets and also did not meet all targets in the 2022-23 school year, then the school will be identified as requiring TSI.

For more information about accountability determinations, indicators, and annual targets, see the [NJDOE Accountability page](#).

Student Group	Summative Score	Summative Score Cut-Off for Additional Targeted Support	Requires Additional Targeted Support: Low Performing Student Group	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	4-Year Graduation Rate	5-Year Graduation Rate	Progress toward English Language Proficiency	Chronic Absenteeism	Requires Targeted Support: Consistently Underperforming Student Group
Schoolwide				Not Met	Met Target†	Met Standard	Met Standard	N	N	Met Target	Not Met	No
White	31.57			Not Met	Met Target	Met Standard	Met Standard	N	N		Not Met	No
Hispanic	14.31			Not Met	Met Target†	Not Met	Not Met	N	N		Not Met	No
Black or African American	15.84			Met Target†	Met Target†	Not Met	Met Standard	N	N		Not Met	No
Asian, Native Hawaiian, or Pacific Islander	67.80			Met Target†	Not Met	Met Standard	Met Standard	N	N		Met	No
American Indian or Alaska Native	**			**	**	**	**	N	N		**	No
Two or More Races	33.07			N	N	Met Standard	**	N	N		Met	No
Economically Disadvantaged Students	22.81			Not Met	Met Target†	Not Met	Not Met	N	N		Not Met	No
Students with Disabilities	16.28			Not Met	Met Target†	Not Met	Not Met	N	N		Not Met	No
Multilingual Learners	44.86			Met Target	Met Target†	Met Standard	Met Standard	N	N	Met Target	Not Met	No

†Target was met within a confidence interval.

## Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. Please note that the narrative is optional, so only categories in which the district chose to share information will be displayed. If there are questions about the information provided in the narrative section, please contact the school or district directly.



### Highlights:

- At TJMS, students develop skills essential for the 21st century that includes collaborating with others, solving complex problems, critical thinking and developing communication and leadership skills.
- TJMS has implemented restorative practices to strengthen connections to both students and staff. We recognize students each month that display the Jaguar Pride Values.
- National Junior Art Honor Society, National Science Bee & Robotics Club, Odyssey of the Mind, STEM Education Club, Math Club



### Mission, Vision, Theme:

Vision: Our vision is to cultivate the genius, passions, confidence, and empathy of every child so that they can inspire change in our ever-evolving society.  
Mission: Our community will.... Incorporate our learner's identity into our instruction; Create accessible pathways for learning opportunities Amplify all diverse voices throughout the curriculum Value individualized progress



### Awards, Recognition, Accomplishments:

Student recognition includes monthly Jaguar Citizenship awards, student of the month award assemblies for grades 6-8, marking period recognition assemblies to highlight academics and extra curricular activities, and student leadership. TJMS students have also been recognized for music, art, the National Geography Bee, and the Odyssey of the Mind competition.

## Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. Please note that the narrative is optional, so only categories in which the district chose to share information will be displayed. If there are questions about the information provided in the narrative section, please contact the school or district directly.



### Courses, Curriculum, Instruction:

Technology is integrated across the curriculum through a one to one initiative. Chromebooks provide the performance and flexibility for a wide range of learning activities. With the use of technology, students are more engaged and demonstrate mastery of 21st century skills. We assess student progress through PSAT 8, Benchmark assessments, and Common assessments in academic content areas. Students benefit from the inclusion of literacy strategies and ACES strategies throughout the curriculum.



### Staff and Professional Learning:

Components of the professional development program include mandated staff development for all non-tenured teachers, including classroom observation and coaching visits over a four-year period. In addition, an intensive mentoring program is provided to all provisional first year teachers, with workshops and follow-up sessions for each mentor/protege team. The District also provides Professional Development Institute (PDI), which offers certificated and non-certificated staff PDI hours, for their voluntary participation in an array of curriculum and instructionally relevant workshops offered after school and during the summer.



### Student Health and Wellness:

In Edison, we believe strongly that academic success is tied to the social and emotional well being of our students. Our students are supported by counselors in every building. Counselors provide support for parents and students through one on one meeting time, class lessons, and social skills groups. Beyond our school based counselors, we also have a partnership with Rutgers University Behavioral Health Care which provide a vast continuum of services.

## Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. Please note that the narrative is optional, so only categories in which the district chose to share information will be displayed. If there are questions about the information provided in the narrative section, please contact the school or district directly.



### Facilities:

Edison Public Schools is committed to improving and maintaining our 19 facilities to provide a positive learning environment in which all of our students have an opportunity to excel. The Buildings and Grounds Department is committed to phased renovation of lighting, HVAC, and boiler upgrades through ESIP. In addition, there are plans for improvements to our roofs, parking lots, and athletic fields.



### School Safety:

Each school in the Edison Township Public School System utilizes a volunteer, contractor and visitor management system that instantly screens against an up-to-date US sex offender database. Alyssa's Law compliant panic alarms are installed at every building which provide an instant radio communication alert directly to the Edison Police Department Communications Center. Our integrated security systems include an enhanced video surveillance system, video intercom system, access control system and a district-wide digital two-way radio communication system which complement each other. All sites are staffed by unarmed and armed security personnel whose primary responsibility is to ensure student and staff safety and security at every building. The overall school safety and security operations are managed and supervised by a district director of school safety and security who is also the designated school safety specialist which is required by law.



### Technology and STEM:

As a result of the Edison Technology Program, students will understand important issues in a technology-based society and will exhibit ethical behavior in the use of technology. Students will access, apply, interpret, analyze, synthesize, and communicate information using a variety of technologies. In addition, they will use the computer as a tool for problem solving and logical thinking. With any technology environment, data security and privacy along with network and cybersecurity is of paramount concern. The district continues to build policy, implement and explore additional technologies to protect the environment. The district standardizes their devices across grade levels. The Department of Technology distributed and continues to maintain over 20,000 wired and wireless devices to staff and students which includes Apple iPad, Chromebooks, and Apple MacBook Airs. In addition to the mobile devices, each school has PC labs for specialized applications and uses.